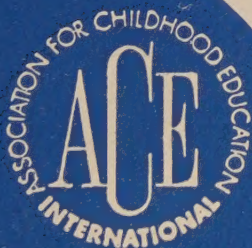


# Childhood Education

**Conflicts**

**Created by Pressures**

**November 1960**



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Microfilm copies of Vols. 30, 31, 32, 33, 34, 35, 36 are available. (For details, write to University Microfilms, 313 N. First St., Ann Arbor, Mich.) Sept. 1960 through May 1961 (Vol. 37) will be available when volume is completed. Purchase of current volumes is restricted to subscribers to *CHILDHOOD EDUCATION*.



**For Those  
Concerned with  
Children 2-12**

**To Stimulate Thinking  
Rather Than Advocate  
Fixed Practices**

# Childhood Education

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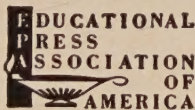
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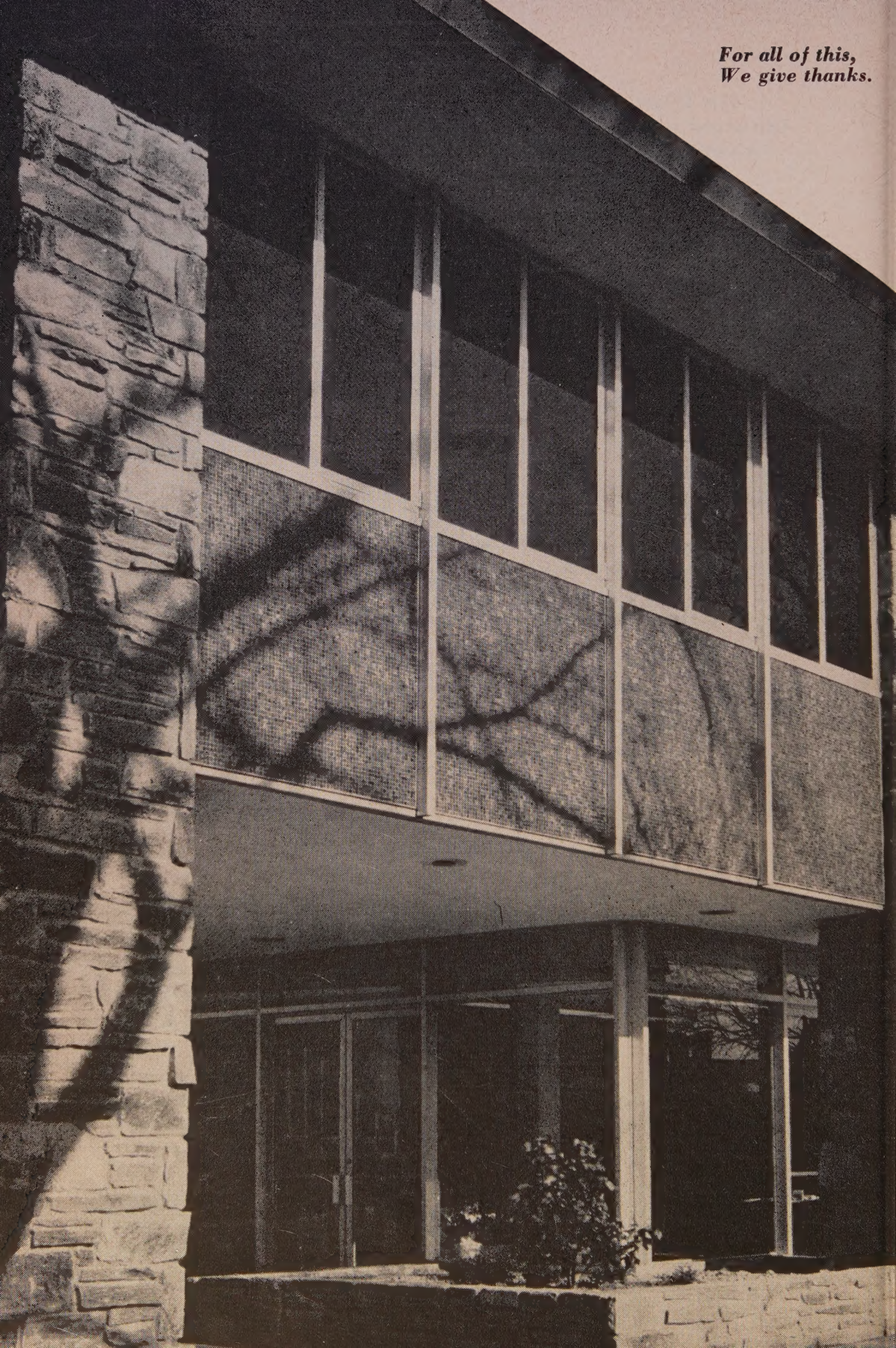
Published monthly September through May by

ASSOCIATION FOR CHILDHOOD EDUCATION INTERNATIONAL

3615 Wisconsin Avenue, N. W., Washington 16, D. C.



*For all of this,  
We give thanks.*





## Conflicts Created by Pressures

JOHNNY, AGE FIVE, GOES TO KINDERGARTEN. HE LIVES TWO BLOCKS from school and is allowed to go alone. He delights in this journey each day; there are so many fascinating things to see on the way: flowers to admire and smell; the mailman collecting a great pile of letters from the big red, white and blue box; a neighbor boy cutting the grass. The world is full of interesting things! But Johnny's teacher is not pleased when he arrives late; she tells him he should not loiter on the way and marks him "tardy." Mother remonstrates with Johnny when he is tardy and Daddy says, rather sternly, that Johnny must learn to be punctual or he'll never be able to hold a job when he grows up!

Mary is in a "One B" grade where children are helped to develop "reading readiness." She loves her teacher and enjoys her classmates; the teacher assures Mary that this is where she "belongs." But each evening when her father comes home he asks Mary if she has been promoted yet to a "real first grade that reads," and sometimes her brother Mike teases her about being a "baby that can't read yet."

Jim, age ten, is in fifth grade. His father is disappointed in him because his school work averages B, when the school psychologist says Jim is quite able to attain an A average. Jim's teacher tries to help him to work up to the level of his capacity. But the boys in his "gang" resent it when Jim stays in to study instead of coming out to play ball. Sometimes they call him a "sissy" or an "egg-head."

Each of these children is being subjected to pressures. Are the effects beneficial or detrimental to each? Before we consider pressures on children and what to do about them, it is important to clarify what we mean by "pressures." For many persons the word has a negative connotation, denoting undesirable stress and strain. However, many others feel that pressures are essential to accomplishment and are critical of American schools for not exercising enough pressure upon pupils for high academic achievement.

If "pressure" means the stimulation and the incentive which motivate an individual to achieve his highest potentialities, then pressure is a constructive force. On the other hand, if "pressure" represents an effort to force a person to perform beyond his capacity or to conform in violation of his own personality, it is likely to be a destructive force. Even in such instances, the individual who succeeds in resolving conflicts created by pressures so that he remains true to his own values and goals has had a growth experience. In each individual case we must ask: *To what pressures is this child being subjected and how capable is he of meeting them constructively?*

Ethel Kawin is director, Parent Education Project, University of Chicago, Illinois.



# Do We Push Children?

*Alice V. Keliher, distinguished service professor, Jersey City State College, New Jersey, points out the difference between "pushing" and "motivating"; shows the injustice to children in five areas in which they are being "pushed." Should there be schemes and devices to go against research findings for the best growth and development of children?*

DO WE PUSH CHILDREN? MY ANSWER IS YES if we agree on the meaning of the word "push" and if we agree that anything we say about schools in the United States cannot be true of *all* schools. There are still those holding the line for the right of children to a period of childhood. Not all of the pressures listed below are generally found in any one school.

As for the word "push"—let's be sure not to confuse it with "challenging" or "mind-stretching" or genuinely "motivating" learning for which children are really ready. There is often too little of the latter approach to learning. The world is indeed "full of a number of things" of great interest to and challenge for children. When we free children for discovery and exploration we do not need to *push* from behind, as it were. A pre-school boy, gifted in science, placed a book on his mother's lap saying, "If I could read this I could do what it says."

The best description of "push" is that by Arthur W. Combs:<sup>1</sup>

It is a method familiar to any person who has lived on a farm or has ever driven the cows home from pasture. One goes down the lane from the barn to the pasture, carefully

closing the gates where he does not want the cattle to go and opening those where he wants them to go, until he reaches the pasture. In the pasture he irritates the herd in such fashion that they move forward and because the route has been carefully prepared in advance, move up the lane to the barn. . . .

The "fencing in" technique works fine with cattle and sheep . . . it often breaks down in working with people because people, being smarter than cattle or sheep, are always finding gates which we forgot to lock or climbing over the fences we have so carefully erected.

This says so poignantly what I would define as "pushing." Gardner Murphy speaks of what I like to call "mind-stretching" for those who are ready.<sup>2</sup>

One of the great problems of the release of human potentialities is the wise and creative use of this great burst of fresh enthusiasm which seeps like wildfire through the minds of those boys and girls who want to know, to control, who want to get hold of meanings, who want to grow in and through this strange, exciting, challenging environment.

Will these sensitive statements help us not to confuse our criticisms of *pushing* children with our simultaneous plea for

<sup>1</sup> Arthur W. Combs, "Personality Theory and Its Implications for Curriculum Development," *Learning More About Learning* (Washington, D. C.: ASCD, 1959), p. 6.

<sup>2</sup> Gardner Murphy, *Human Potentialities* (New York: Basic Books, Inc., 1958), p. 165.



genuine *challenge* and *motivation*? Then we can consider what seems to be unwise pushing of children. Is this happening in your community?

**1. Pressure to begin earlier.** A respectable national magazine this past winter carried an article entitled, "Why Waste Our Five-Year-Olds?"<sup>3</sup> Two themes were that five-year-olds should be given an academic program and that they should be toughened up by less "mothering" for the tough age in which they will live. The title, "Why Waste Our Five-Year-Olds," in itself raises many questions. To what are five-year-olds entitled? To be five and enjoy it?

We know that a few are ready to read at five but that the great majority are not. *Research has consistently shown that a mental age of six and one-half or over is necessary for reading with understanding.* We are told, again and again, to *expect a four-year range of ability when children enter first grade. Oculists warn us that most children's eyes are not mature enough even at six for close application to print and figures.*

Yet pressure comes from parents and some school people to start children earlier. A few years ago New York City public school officials lowered the entrance age for first grade to five years, four months (later they changed it). But in July 1960 the announcement appeared that 25,644 boys and girls were not promoted. Could the too-early start of many be partly accountable? The child who starts too young stays too young until that ugly day when a non-promotion policy catches up with him with its consequent damage to his mental health.

**2. Pressure to pare curriculum back to three R's.** There is sad confusion in the minds of people who bring this particular pressure on the schools. For example, a committee in San Fran-

cisco recommended that the elementary schools spend two-thirds of each day on reading, writing and arithmetic while, at the same time, according to press reports, they urged the schools to reduce "sharing, building Indian villages, and visiting the post office and the fire station." What is there to read about, write about, figure about, if the rich content of experience is to be eliminated? This is certainly "closing the gates" to the real, workable, enduring learning of the three R's and "flies in the face" of highly significant research studies of motivation, individual differences and durability of learning.

John E. Anderson, in the White House Conference study materials, said:<sup>4</sup>

Our information on selection suggests that we should set up environments that permit a wide range of activities in the earlier years. There are two reasons for this. Since traits and abilities show low correlations with one another, it follows that the person needs to explore himself and his environment in order to determine his potentialities. Next, since the process of development is one of organization in which simple units are put together into more complex patterns, it follows that a broad base of experience will facilitate higher levels of final organization. A rich and varied environment offers better possibilities for selection than does a limited and narrow one and permits the person to move from breadth of concern to depth of concern.

Evidence abounds that the richer the environment, the better the learning of the three R's. They are so basic to literacy and competency that we want them learned in the best and the most lasting way possible. Sadly enough we have many people who *can* read but *don't* because they have been taught either to dread it or to think of it as sterile and barren. This is a great injustice to our children who are entitled to learn to love

<sup>3</sup> Virginia C. Simmons, "Why Waste Our Five-Year-Olds?," *Harper's*, April 1960.

<sup>4</sup> John E. Anderson, "The Development of Behavior and Personality," *The Nation's Children*, Vol. 2 (New York: Columbia University Press, 1960), p. 61.



books and to possess growing eagerness for a growing experience with reading as communication.

We'd better watch some of the people who are demanding a cut-back to the three R's with less physical education, less music, less art. Maybe these are the budget cutters who don't care about the cost to children so deprived of their heritage!

**3. Pressure to return to X-Y-Z grouping or some version of it.** Here, too, there is marked ignorance of the facts produced by research. Thirty years ago several of us, working with records of tests of thousands of children, showed that you simply cannot get a group that is homogeneous in more than one ability. *Children have important differences within themselves as well as among themselves. They cannot be homogenized.* Get them grouped for one thing and it doesn't hold for the next. A recent summary drawn from a survey of the research states:<sup>5</sup>

The most important generalization to be drawn from studies of trait variability is that instructional groups formed by general-ability grouping are not sufficiently homogeneous, with reference to achievement or learning capacity in the various curricular areas, to warrant designing a curriculum for uniform mass-instruction procedures. For example, a typical sixth grade will show a range of almost eight years in reading ability. After X-Y-Z sectioning on the basis of educational age, each section will still show a range of from five to seven years.

Indeed all the research put together shows that general X-Y-Z grouping reduces the range only by an average of twenty per cent. This covers only those items included in the measurement. When art, music, handwriting and mechanical skills are included, the reduction is close to zero. What mischief is wrought for so small a reduction of individuality?

The deepest mischief is the damage to the child's assessment of himself. This is equally damaging to the "fast mover" and the "late bloomer." The fast mover is fast only in those things measured. He varies greatly within himself. If he is to make the greatest use of his abilities for the greatest good, then surely he should learn not only a degree of humility but also a sense of obligation to give help and leadership to others. For the slow mover (in those things which have been measured) there is the discouragement, the defensiveness, the actual erroneous assessment of his unmeasured abilities and potential contributions.

We have a moral obligation to acquaint ourselves with the new research material on IQ and creativity. There is some indication<sup>6</sup> that IQ and creativity are not synonymous. Indeed there is suspicion that the IQ is a measure of schoolish mental abilities and that creativity often calls for a broader and less-conforming range of intellectual pursuits. It seems possible that children who are able in the non-conforming areas find themselves placed in the slower-moving groups and so their potential is not realized. We cannot afford to lose one iota of creative ability in our society today.

**4. Pressure to return to "real" marks.** One of the most evil pressures relates to grouping, and that is the practice of governing marks by the group in which the child functions. We are told in many parts of the country that parents demand marks so they can discover where their child "stands" in his group or in a subject. Well, I know of a six-year-old who got a mark of 85 in Religion. What does it mean? What does a mark of 75.6

<sup>5</sup> Beck, Cook and Kearney, *Curriculum in the Modern Elementary School* (2d ed., Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1960), p. 43.

<sup>6</sup> Calvin W. Taylor, *Identification of Creative Scientific Talent* (Salt Lake City: University of Utah Press, 1959).



in History mean? I got such a mark in the eighth grade and I take it to mean that I just squeaked over some mythical line into the passing zone. But what did it really tell my parents? Was it 75.6 per cent of what was in the teacher's mind? In the textbook? In the examinations? Would it be the same for me, living in suburbia, as it would be for a child in the one-room rooming house area? No. *We do parents a grave injustice if we let them think that this kind of marking tells them something deep and meaningful about their child. A mark really obscures what we generally need to communicate in our partnership with parents.*

What it does to children is the deeper issue. Now some communities are tying marks to homogeneous grouping. You cannot get a top mark if you are not in the top group. (I suppose the embarrassment of the groupers would be so great if a Z group child came up—not unexpectedly—with top performance.) I asked an administrator about such a hypothetical case. The quick reply was that the child would be moved to the top group so that the paralleling of grouping and marks would go undisturbed.

Then there are those who are giving lower marks for what used to be the same work in order to “motivate” more effort. A boy I know with an IQ over 120 was promoted to seventh grade in a system where willy-nilly he had to join an accelerated group—to do junior high in two years instead of three. *But* the marking system was to be tailored to the group, a lower mark in this group for the same amount of work expected of those in the non-accelerated groups! What omniscience some presume to have! And what kind of motivation is it to announce (as one principal did) that for the same quality of work performed a year ago marks would be lower this year? Does your heart sink a little as you read it?

We have come a long way in developing sound and wholesome ways of conferring with parents. Schools with strong leaders who know the needs of children are not yielding to this unwise, unknowing pressure for marks that basically have little or no meaning. Here again let us be alert to assess what is called “parent pressure”! If there are one or two malcontents, then do be fair to the majority of parents who want the best for their children. Parents *want* the best if they are informed on what it is. In one community parents were presented in the public press as being “alarmed” about their children's reading. One father wrote to the newspaper saying, “Indeed, I am an alarmed parent—alarmed lest a system in which my child read 150 books this year might be tampered with and changed!”

**5. Pressure for subject-centered departmentalization.** In some school systems children as young as eight are moving from room to room, subject to subject, teacher to teacher, six teachers a day. The high school has moved down! A poor high school at that!

What do the proponents say? “Teachers cannot teach math and science properly to eight- to eleven-year-old children.” “Teachers feel more prestige, hold their heads higher if they are teaching subjects.” This must mean they are *not* teaching children. “Children can progress at their own rate in each subject and in this way learn more.”

Well, if I were an elementary teacher again I would insist that I could teach whatever I expected eight- to eleven-year-olds to learn, knowing how easily and readily they pitch in to help teach each other. What kind of moral professional posture is it to claim that teaching math invites more prestige than teaching chil-



dren? The greatest Teacher of all said not so!

As for learning more, subject by subject, this brings us back to the core question, "How do children learn?" *They learn best through rich experience woven into a tapestry whose design emerges as the many and varied threads of activity are tied together.* Through the tying together of many approaches to the same concept the child grips the concept; in Lewin's terms, learnings "adhere," become a usable and useful part of the child's essential equipment for life. Lawrence K. Frank said:<sup>7</sup>

The child . . . begins to learn, not bit by bit, by analysis of events, by fractionating wholes into parts and trying to understand the relation of two variables, as in our analytically oriented scientific studies; but rather he grasps wholes, approaches the world in patterns that enable him to relate himself cognitively and transactionally to his environment.

I must stop here with this necessarily superficial statement and analysis of only five ways we are pushing children today. Will you mull them over? Study the quotes and the following references. Think deeply before you move in the

<sup>7</sup> Lawrence K. Frank, *The School as Agent for Cultural Renewal* (Cambridge, Mass.: Harvard University Press, 1959), p. 32.

direction of more schemes and devices that move counter to the best growth and development of children. We used to speak nostalgically of the GOLDEN AGE OF CHILDHOOD. Was there ever? Is there today? Are children entitled to childhood?

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# Exploiting Children

## for Adult Entertainment and Convenience

*Mary A. Layfield, assistant professor, Department of Family Life and Early Childhood Education, and kindergarten chairman, School of Home Economics, Auburn University, Alabama, writes that young children are under undue pressures created by thoughtless adults who care more about their own status and entertainment than children's right to childhood.*

*Child growth and development research does not support practices described in this article. Why do they still persist in some places?*

ADULTS EXPLOIT YOUNG CHILDREN FOR adult entertainment. This startling statement needs to be amplified. In some parts of the country adults have enjoyed activities such as nursery school and kindergarten graduations, dancing school reviews, music recitals, beauty contests, elaborate children's birthday parties, rhythm band parades, and midget major-ettes for high school bands. All too frequently these activities are planned for adult entertainment and do not satisfy the needs of children under six years of age. These activities and other home and school experiences cause undue pressures on children.

Any pressure which drives an individual further than his functioning level will produce strain. The anxiety which results from strain will have different effects upon children.

In less aggressive, less "outgoing" children, it will interfere with appetite and interfere with sleep by making the child restless and by producing bad dreams. With more aggressive, "outgoing" children, the strain will probably

show in irritability, explosiveness and difficult behavior.<sup>1</sup>

It has been found that bright children who fail to reach goals are better able to react realistically to failure. Their self-concepts are not affected adversely. The same is not true for the dull children. These children often react so unfavorably to failure that feelings of inadequacy result.<sup>2</sup> Children vary in their ability to weather the emotional stress associated with common pressures. Some children manage fairly well—others are not so lucky. Thoughtful adults are disturbed about the latter group. Let us examine some of the pressures young children experience in some homes and in some schools.

### ***Pressures from Parental Desires***

"Success in life" and being accepted by the "right people" are two pressures which children face, especially in the

<sup>1</sup> Marion E. Breckenridge and E. Lee Vincent, *Child Development* (4th ed.; Philadelphia: W. B. Saunders Co., 1960), p. 109.

<sup>2</sup> Elizabeth Hurlock, *Developmental Psychology* (2d. ed.; New York: McGraw-Hill Book Co., Inc., 1959), p. 215.



middle and upper classes of our society. Young children are subject to pressures growing out of parents' desires for their children's vocational success. These desires result in children being pressured to learn too soon. In their eagerness parents press their children to read, to print and to figure before eyes, hand muscles and nervous system are sufficiently matured. Some parents enroll their young children on college waiting lists. Blinded are these parents to the strain early instruction creates. No doubt greater achievements could be made by the child in less teaching time and without strain, if the child were allowed to become developmentally ready for the task. But today workbooks, which are commonplace in five-and-ten-cent stores, are becoming typical Christmas and birthday presents instead of old favorites—balls, jump ropes and educational toys.

Acceptance by the "right people" is felt at an early level. Manners become so important. Saying the proper thing and eating the proper way become far more important in some homes than learning to express oneself freely to others or developing a liking for growth-producing foods.

There are many acceptable ways for a child to express himself. Saying "please" and "thank you" like parrots is not so valuable to a child as his ideas are in his relationships with other children. Frequently a child's failure to eat is a result of pressuring for adult table manners. One parent of a nursery school child was concerned because her child failed to eat at home. She made inquiries about the child's lunch at school. Assured that her child was eating a well-balanced meal at school the parent commented, "I think maybe the trouble at home is her father. He insists that she eat properly. Manners, you know."

Dancing lessons, music lessons and elaborate birthday parties may all stem from adults' desires for their children to be accepted by the "right people." Susan, a five-year-old, had a birthday party to which one hundred twenty-five guests were invited—ten of whom Susan knew. A club house was rented for the occasion. Susan was bewildered. Her tears were an ironic note to what was supposed to have been her "Happy Birthday."

Young children face other pressures in the home: to keep clean, to sit still, to be quiet, to adjust to a new house, or to accept a new babysitter if mother is employed. Developmental level affects a child's ability to handle some of these pressures. For example, children between the ages of one and three are most vulnerable to separation from their mother because of their limited understanding of "time" and reasons for mother's employment.<sup>3</sup>

### *Stifling Creativity and Growth*

Occasionally, nursery school and kindergarten teachers exert undue pressures on children. Art and music experiences can be potential sources of pressure unless the teacher recognizes these as avenues of self-expression and allows children in the group freedom to use art media creatively and music as a source of expressing feelings and enjoyment.

Although much has been written about the danger of insisting on perfection in art and music, some teachers are continuing to stifle creativity in children. One state study of kindergartens revealed a number of ways in which this was done. The presence of color books; patterns to trace, cut and paste; teacher-made art products; instruction on coloring within the line; emphasis on patterned folk dances; highly organized rhythm bands;

<sup>3</sup> National Manpower Council, *Work in the Lives of Married Women* (New York: Columbia University Press, 1958), p. 164.



and emphasis on teaching children to carry a tune are illustrations of ways children's creativity was stifled in this state.<sup>4</sup> Studies from other sections of the country report similar practices. One study reported much emphasis in kindergartens was given to "what shows" and on finished art work. Skills in art and music were taught to develop each particular skill—not individual development.<sup>5</sup>

Children enrolled in some kindergartens are under pressure to compete with others for morsels of attention from the teacher. Many kindergarten groups exceed the recommended twenty to twenty-five children. Enrollment in one kindergarten necessitated departmentalization of the program by subjects and a staff of four.<sup>6</sup> Children moved from one group to another every half hour. In another state<sup>7</sup> forty-nine per cent of all the children enrolled in kindergarten were in groups which exceeded forty children. Children cannot "take" crowds. How unfortunate when a child is under pressure to compete with a multitude to establish a teacher-child relationship!

<sup>4</sup> Mary A. Layfield, "Kindergartens in Alabama" (unpublished Doctoral dissertation, Auburn University, Auburn, Ala., 1959), pp. 213 and 217.

<sup>5</sup> Anne Holmes Northrup, *Child Development Principles in Kindergarten Education* (Greenfield, Ind.: William Mitchell Printing Co., 1954), p. 93.

<sup>6</sup> *Ibid.*, p. 77.

<sup>7</sup> Mary A. Layfield, *op. cit.*, p. 153.

## ***Common Sense Needed by Adults***

The greatest pressure many kindergarten children face centers on a single event—elaborate end-of-the-year programs and graduation exercises. These seem to be prevalent in some places and receive much publicity. One teacher expressed pride in diplomas which read, "Bachelor of Science in Nursery Rhymes." The most distressing thing about these activities is the impression of "completed" education. Learning is a continuous process carried on throughout life. There are no natural breaks. It is also disturbing to know that children spend a great amount of time in perfecting programs. For example, on a visit made to a kindergarten in October, children were observed marching up steps to a stage, around drums and down steps on the other side. While they marched they sang, "I'm Looking Over a Four-Leaf Clover." On another visit to the school in March the first sound heard was that of children singing the same song. It was to be part of the May program. No doubt parents were proud of their children because they knew the song and could march around the drums! But they didn't realize the pressure and monotony to which their children were subjected in the perfection of this one mechanical and unimportant routine. Nor did they real-

**No wonder they are tired and bored!  
Such graduations are for colleges.**



*Photo by Horace Perry*



ize what was happening to them under the pressure to sit through an hour or an hour-and-a-half performance on commencement night. What did it contribute to children's learning? One teacher remarked after her school discontinued such programs, "This year we are all happy; the children are happier, the teachers are happier, and the parents are happier."

### ***Top Executives or Children?***

As parents and teachers provide a great variety of experiences a child's day may become too crowded. Children need time to spend in self-selected activities—time to develop inner resources. Some children have few opportunities to think about choices of activities: to play house with Jane and Bill or to look at the picture book about a trip to the seashore; to build with blocks or to use clay. Children must have free time in which to make such choices. Some children under six have a day as full as top executives. Judy, a five-year-old, was a good example. Her day was regulated, for her mother worked and her father attended college. Judy was enrolled in two half-day kindergartens. She had to adjust to two different kindergarten programs, two different teacher personalities, and two

different groups of kindergarten children. Besides seven hours of a regulated program, Judy's mother provided her with workbooks, a desk like her father's where she worked while he studied. Later in the year weekly dancing lessons were added to her activities. Under these pressures Judy had many emotional outbursts, showed signs of nervousness and became very negative in attitudes and actions.

### ***Robbing Later Ages***

Everyone is familiar with the old saying, "robbing the cradle." Actually we find this reversed when considering experiences offered young children. In reality we are robbing later ages for the cradle. When this happens we are not only placing the young child in a strain-producing situation, but we are depriving him of socially acceptable thrills which are more appropriate for later ages.

As adults guiding children let us provide experiences which are appropriate for children at various ages and make these experiences available to each child when he reaches that point of readiness. In this way we can reduce pressure and satisfy developmental needs along the life span.

### ***OUR FUNCTION AT SILVER CROSS DAY NURSERY IS:***

- To create for and with children an atmosphere where they can experience warm affection and secure contacts with people
- To provide experience within this atmosphere suitable to children's needs, to heighten their natural sensitivity, to support their curiosity and to activate their interests
- To provide them with pleasure through growth of skills and interests
- To provide situations affording them security in relation to group living
- To provide experiences in school related to those of the home, through staff working closely with parents and director.

—MARGURITE GATES, *Silver Cross Day Nursery, New York, N. Y.*



# 1961 ACEI STUDY CONFERENCE

Omaha, Nebraska  
April 2-7

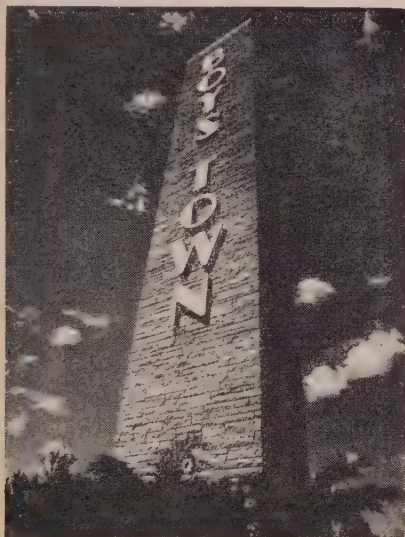
Theme:  
*Today's Child—  
Tomorrow's World*



Aerial view, Omaha Union Stock Yards

*Miller Photo Lab*

*Photos courtesy Chamber of Commerce*



*Olander Studio*  
Pylon—Entrance to Boys Town



Joslyn Memorial Art Museum

City Auditorium

*Walter S. Craig*

Creighton University Administration Building  
*Union Pacific Railroad*





## What About Testing?

*Robert J. Beard, school psychologist, Norfolk City Public Schools, Virginia, takes another look at testing. When individual tests are used with discretion and in conjunction with other means of evaluation, they may make a contribution to the understanding of a child's behavior, achievement and intelligence.*

WHAT DETERMINES THE NEED FOR INDIVIDUAL testing? This is a question which cannot be answered specifically, yet one which needs to be answered for the classroom teacher.

There are some teachers who feel it would be well if every child could be seen individually on a psychological basis. This is hardly possible, quite unnecessary and hardly desirable. *Teachers have many good ways of evaluating children's behavior, achievement and intelligence without formal testing procedures.* In addition, they usually have the advantage of a group testing program and in most cases may secure additional group tests for specific purposes.

Many teachers do not make good use of group test results, easily obtained school history from cumulative folders, or easily secured information from the home. This may be due to inexperience, lack of proper supervision, insufficient time, or a poorly conceived notion of what constitutes normal and abnormal behavior. Part of the difficulty may lie in lack of an inservice training program which would help to give the teacher greater confidence in his own observations and evaluations.

A teacher who refers children unnecessarily is just as apt to neglect children who need individual study. *Often overlooked is the bright but quiet and withdrawn child who manages to keep his head above water but who never realizes his potential academically.* Often the noisy, disturbing child (who in many cases simply lacks proper controls at home and for whom little can be done because of parental attitudes) gets priority insofar as referral is concerned.

### Reasons for Requesting Individual Psychological Study

With this introduction, a few valid reasons for requesting individual psychological studies follow:

- When, in the best opinion of the teacher, a child has much greater ability than he has evidenced either in academic accomplishments or in group measures of achievement or ability. In such cases, it may be determined that factors related to the group influence are adversely affecting group test scores.

- When, in the best judgment of the teacher, a child continues to show signs of an emotional disturbance. In such cases, when the achievement level is considerably higher than observations or group intelligence scores would indicate possible, the basis for the behavior may be one of over-achievement and perhaps too much pressure from home.

- When results of group intelligence tests consistently have shown a marked differential between verbal and motor functioning. This is sometimes a sign of pathology. Referral is particularly indicated in these cases when the child's observed behavior is markedly deviant or bizarre.

- When a teacher is absolutely convinced of subnormal intellect and when unreasonable, constant demands are placed on the child at home because of the parents' refusal to accept the child's limitations.

- When a teacher has good reason to believe that a child is mentally deficient and screening is desired for a Special Education placement.



- In the case of children for whom either retention or acceleration is being considered and when the teacher is still undecided after careful review of cumulative records, test records and classroom observations.

- In the case of first-graders who seem not ready for a formal program and for whom no adequate group measure of ability can be obtained.

- When, in the best judgment of the teacher, a child seems to be in need of psychiatric study and treatment. Few school systems provide such facilities. However, through preliminary testing procedure, the school psychologist is better able to give objective information to the receiving agency.

### **Test Interpretation**

*Tests serve no purpose unless properly interpreted.* These general statements refer to test interpretation:

1. The IQ is important but is always subject to error no matter how ideal testing conditions might have been. The degree of error depends on many factors and always on the standardization procedure of the test being used.

2. In addition to knowing the over-all mental capacity of a pupil, the teacher must also be aware of outstanding strengths and weaknesses. Mental development may be quite uneven, and much depends on the teacher recognizing special defects as well as special aptitudes.

3. A test considered to be a valid representation of mental capacity (and substantiated by other data) usually contraindicates the need for subsequent individual re-evaluations. From such results, the mental age can always easily be computed at any given time.

4. Revealing IQ's to parents generally is not a good practice for it tends to confuse and rarely is of any practical use. It is much

better to interpret in terms of general classification, mental age or achievement expectancy. A parent is entitled to this kind of interpretation.

5. Maximum usage of test data is lost if such data is not properly recorded in cumulative record. Errors in recording or lack of qualification in the case where validity of a test score is questioned may lead to serious problems of individual adjustment.

### **Uses and Misuses of Tests**

Because psychological tests are indirect measures, we can never expect absolute perfection in their development. This is particularly true in respect to intelligence tests, for intelligence is something inferred from behavior and it can be measured only in terms of its functioning in behavior. While we like to think of it as something innate and constitutional, we know in fact that its expression through behavior depends on environmental influences and other factors. Such things as motivation, interest, reaction and fatigue all play a part.

Despite the imperfection of tests and the ever present possibility of error in their use, the usefulness of standardized tests in the field of education has long been proven. In answer to those who feel that testing has gone too far, it should be stated that it depends on the degree to which school personnel have understood limitations, uses and misuses of tests. If testing has gone too far, it cannot be attributed so much to faulty construction or lack of usefulness of the tests but more to faulty utilization. *Improper use of tests can be far more damaging than proper use can be beneficial.* Test results should never be considered the "last word" in the appraisal of an individual's mental capacities. When used in conjunction with other means of evaluation, they can contribute much to the understanding of the individual.

**T**HERE ARE NO FIRST, SECOND, THIRD, FOURTH, FIFTH, OR SIXTH GRADE PUPILS in the elementary schools of Appleton, Wis. Children are ungraded. They are neither promoted nor failed. They do not receive report cards.

Under Appleton's Continuous Progress Plan, youngsters move along as fast as their individual abilities can take them. Free from the artificial limits of grade requirements they push on beyond these arbitrary boundaries. In the process they meet the toughest competitive challenge in the world—the challenge to achieve their highest capacity.—From *Schools of Tomorrow—Today!* by Arthur D. Morse. By permission of Doubleday & Company, Inc., Garden City, New York. Copyright 1960.



By MARCIA BOYER FORBES

## Choosing a School for Children Under Six

*In many localities the standards for group care for children under six are inadequate. A parent's selection of a school is therefore important in terms of mental, physical, social and emotional health of the child.*

*Marcia Boyer Forbes, of Thibodaux, Louisiana, shares a survey she made while a graduate student at Florida State University, Tallahassee. This survey was made among a small group of parents for the purpose of learning how they chose a nursery school or kindergarten for their children. Although the sample is limited, the results are revealing.*

**M**ORE MOTHERS OF YOUNG CHILDREN are working than ever before. According to Katherine B. Oettinger, chief of the Children's Bureau, almost one of every four working mothers had only children who were under six years of age. About

An enriching experience

*Photo by Joseph Netris, Philadelphia*





24,000 children under three and 67,000 children between three and five years were in group care.<sup>1</sup> Many of the children are being left in centers during most of the day and sometimes even at night. The major portion of the child's care and most of his basic learnings are taking place in these centers.

Group care can mean many things in terms of names, such as kindergarten, nursery school, day care center, play school—and in terms of the quality of care provided for the child. In some states legal action has been taken to protect young children.<sup>2</sup> Twelve states regulate both nursery schools and child care centers and three regulate only nursery schools. Despite the importance of the ability of the teacher in determining the kind of experiences that a child has in a group of preschool children, forty-two states do not specify professional requirements for teachers in nursery schools; no state specifies academic requirements for teachers of child care centers.

Since, in many localities, the standards for group care are inadequate, a parent's selection of a school for his child under six is an important decision in terms of the mental, physical, social and emotional health of the child. However, it is reported by directors of some centers for preschool children that many parents are careless in choosing a school for their child.

A study was recently completed to determine 1) how parents of children under six locate a school for their child; 2) what factors they consider important in the selection of a school; 3) whether they visit the school or meet the teacher before they enroll their child; 4) if they do visit the school, what they see that they think is important; and 5) why parents send their children (under six) to private schools.<sup>3</sup>

Directors in five schools for children under six distributed one hundred eight questionnaires to parents with children in their schools. Two of these schools were

half-day schools, two were all-day schools, and one school had both half- and all-day students. Forty-eight questionnaires were returned by parents with children in half-day schools and twenty-six by parents with children in all-day schools.

### ***How Parents Located a School***

Replies indicated that most parents with children in either half- or all-day schools located the school their child was presently attending through a friend. Sixty-two per cent of the half-day students' parents and fifty-four per cent of the all-day students' parents checked this response.

Newspaper advertisements and circulars, often used by private nursery schools and kindergartens, had little effect on parents' selection in this sample group.

### ***Reasons Parents Selected a School***

Parents with children in half-day schools considered the program offered important in their selection of a school for their child. Fifty-six per cent of the parents with children in half-day schools indicated that they were most interested in having their children receive enriching experiences in art, music and character training. The convenience of the school was checked by some of these parents as a second consideration.

Parents with children in all-day schools were most interested in the convenience of the school. Thirty-eight per cent of the all-day parents checked convenience as the most important consideration in their selection of a school. Twenty-seven per cent of the parents of all-day students checked the hours that the school was in

<sup>1</sup> Children's Bureau, *Advance Release for January 25, 1959* (Washington, D. C.: Children's Bureau, U. S. Dept. of Health, Education and Welfare).

<sup>2</sup> Clark E. Moustakas and Minnie Perrin Berson, *The Nursery School and Child Care Center* (New York: William Morrow and Co., 1955), pp. 217-18.

<sup>3</sup> Marcia Boyer Forbes, "Parental Selection of Schools for Preschool Children" (unpublished paper, Florida State University, Tallahassee, 1960).



session as most important. Two parents with children in all-day schools listed items concerning the program as most important considerations.

### ***Types of Investigation Before Enrolling Children***

Most of the parents who answered this questionnaire indicated that they talked with the director by telephone or personally before they placed their child in a school. Fifty-four per cent of the parents with children in half-day schools visited the school while the children were there. Seventeen per cent visited the school after the children had gone home.

Thirty-one per cent of the parents with children in all-day schools visited the school while the children were there; eight others visited school after the children had gone.

Eleven per cent of the parents with children in half-day schools did not visit the schools or meet the teacher before enrolling their child. Nineteen per cent of the parents with children in all-day schools did not visit the schools or meet the director before enrolling their child in school.

Parents who visited before placing their child in the school wrote that the teacher's ability and teacher-child relationships were important. Several of these parents also mentioned that program, adequacy and cheerfulness of indoor and outdoor play space and cleanliness of facilities were important.

### ***Why Parents Send Children to School***

Parents of children in half-day schools indicated that they send their children to these schools to prepare them for first grade and to give them playmates of their own age. Most of the children were attending all-day schools because Mother was not home during the day. Eighty-eight per cent of the parents with children in all-day schools listed this response. Seventy-three per cent of these mothers were working.

While the sample for this study was small, it is considered indicative of existing conditions in some areas of our country. It appears urgent that parents be alerted to the importance of seeking help in identifying and selecting a school for their child.

**Adequate, cheerful indoor and outdoor space is important.**

*Courtesy, Education Dept., Hobart, Tasmania*





# Feelings Count

*Gladys M. Tinsley, instructional supervisor of Calhoun City Schools, Georgia, asks us to weigh our concerns for children and discern which ones count the most. Then she asks us to look at ourselves and analyze OUR feelings.*

WHAT ARE WE DOING TO FIRST-GRADE children to create behavior problems for later years? Children come to school knowing practically nothing about what happens in a schoolroom. Some have fears about coming to school. Some are eager to get to school. But they all have to come.

We have thirty (and it should be less) six-year-old human beings who have the same need as we for love, security, understanding and appreciation; the same fear of not being included and the same fear of failure. We have a chance, by opportunity or necessity, to work with these children for nine months.

As I look at the year's work, what is my biggest concern? Is it how soon can I start teaching reading? Is it what will next year's second-grade teacher think about my work? Is it how quiet and orderly can I keep my room? Is it working hard so all the children can read by the end of the year? Or, is it living with children each day in ways to help them develop self-discipline, being concerned about feelings of others, understanding and accepting their abilities and limitations?

## *Accept Children as They Are*

If my first concerns are how soon can I start teaching reading, what will next year's second-grade teacher think about my work, how quiet and orderly can I keep my room, how hard can I work so all the children can read by the end of the year, then I shall be trying to fit all the children into one pattern—the one I have designed. If I think feelings count, I shall accept the children as they are. I shall know that some children in my room will have mental abilities ranging from four to eight years, that some will be outgoing and some shy, that some will be rich and some poor, that some will wear new clothes and some old, and that some will want to talk and others will not. I shall try to make each day a good one.

## *Feelings Count the Most*

If we were to look into the room of a first-grade teacher, we might see the teacher collecting lunch money. To the child who has just given her a five dollar bill she is saying, "I'll have your change in a minute, Tommy." (She is not saying, "Can't you ever bring the right amount?") To the child who has new shoes standing



close by, she is saying, "Did you notice Mary's new shoes? They are so pretty. Mary, you'll have to tell us about your shopping trip later today." (She is not saying, "Go sit down. Can't you see I'm busy?") To the child who wants her to see his picture, she is saying, "I like that. Will you tell us about it as soon as this group finishes?" (She is not saying, "You need to put some arms on the man.") When she calls a reading group, she is saying, "Will the people in Mary's group come to the front for reading?" (She is not saying, "It's time for the redbirds to read.")

If these are the things we do and are the things that count, can we honestly face the question, "What are we trying to do?" Are we trying to impress the principal,

the parents or the public? Or, have we real concern for what happens to children? Can children depend on us to be loving, courteous and kind? If we have love and patience, children will know.

Should we forget that teachers have feelings, too? No. Is there one of us who has not become angry, yelled or clapped hands at one time or another? Let us look at some other feelings. In a conversation with teachers, do we feel that certain remarks are directed toward us? If we are asked to go to a professional meeting, are we resentful? If parents approach us, do we begin defending ourselves?

How do we see ourselves? How do we like what we see? As the teacher perceives himself and his concerns, so a child's behavior patterns are formed.

## 1960 White House Conference on Children and Youth

*"Recommendations—Composite Report of Forum Findings, 1960 White House Conference on Children and Youth" (available for 35 cents from Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.) lists 670 recommendations which came from the forums. CHILDHOOD EDUCATION will list those on education and related topics which may interest readers. Some of these forum recommendations are:*

### **Education**

114. That there be established in the Federal Government a Department of Education with Cabinet status.

115. That the Federal Government develop a consistent policy and program on public education.

116. That the Congress of the United States

affirm at this session the principle of Federal support of public education as a shared responsibility, by enacting legislation authorizing substantial, continuous, and general financial support to the States.

*Minority report:* "We are opposed in principle to additional Federal aid, since it tends toward Federal control of all education, which is a State responsibility."



117. That Federal support be substantially increased and be provided:

with full control remaining at the State and local levels

on condition there is no decrease in State and local support

which should be considered in terms of an *adequate* and continuously upgraded, rather than a *minimum*, educational program

in sums which, when combined with increased contributions from existing sources, would total at least 10 per cent of our gross national product

by an immediate revision of the Internal Revenue laws to extend the withholding tax to income from dividends and interest, in case additional Federal revenue is needed.

*Minority report:* "The evidence that Federal aid will accomplish the stated intent (to equalize educational opportunity) is inconclusive"

"The ability of State and local governments to increase their support for education will be further limited by increase in Federal taxation required by Federal aid"

"Withholding taxes on dividends and interest will manifestly not produce sufficient revenue to underwrite the proposed program"

"The recommendation is too broad and not clear or specific except in the proposal for a tax on dividends and interest . . . [it] is Conference policy not to support specific pending legislation

in such ratios, when accompanied by State and local efforts, as to move the concept of equal public educational opportunity toward reality and provide an adequate program of public education for all children

for distribution to local districts through the State departments of education

to school districts complying with the school desegregation decision of the Supreme Court

for the alleviation of primary educational deficits, such as overcrowding and inadequately trained teachers, in our public schools

for the strengthening and improvement of programs in the humanities, liberal arts, human relations, and vocational skills

at all levels of education, irrespective of the field of study (supplanting the National Defense Education Act)."

118. That the possibility of Federal financial aid, or federally insured financing at low interest rates, for adequate physical facilities be thoroughly explored.

### **Community Responsibility**

124. That schools work more closely with parents and community groups in determining the goals and potentialities for good schools, and that educational planning and action be a coordinated effort, using all existing and potential community resources.

125. That each community review and assess the scope and content of its educational program with a view to determining—

whether it serves adequately the aptitudes and interests of all the children;

whether the offerings overload the capacities of individual schools;

whether some parts of the program should be assigned to other institutions or agencies; whether the required financial support is available.

126. That organized citizen participation be continued and further developed to: interpret school needs to the public; inform the school board of community desires; sustain personal and financial support of education.

127. That a nationwide program of interpretation be developed by professional advisers, school boards, and community leaders to obtain support in providing educational opportunities for all.

**R**EPORT CARDS PURPORT TO BE BASED ON A FIXED STANDARD BUT THE STANDARDS vary from teacher to teacher. Even if the standard is fixed accurately, a "mark" can only compare a youngster to the rest of the group and may have no relation to his potential. The report card, its critics conclude, tends to bring undue pressure on the slower pupils while it fails to challenge the more gifted student.

The Appleton progress report form provides parents with a large space in which to write their comments. A recent examination of hundreds of these statements revealed that fewer than 10 preferred a return to the conventional report card.—*From Schools of Tomorrow—Today!* By Arthur D. Morse. By permission of Doubleday & Company, Inc., Garden City, New York. Copyright 1960.



# News HERE and THERE

By ALBERTA L. MEYER

## New ACE Branches

South East Alabama ACE, Ala.  
Yolo County ACE, Calif.

## New Life Members

Methyl A. Bates, Huntington Station, N. Y.  
Ruth Heinzinger, Seattle, Wash.  
Doris L. Merrill, Evansville, Ind.

## Mary Dabney Davis



After a long illness Mary Dabney Davis died late in June 1960. Until her retirement in 1953 Miss Davis was a specialist in nursery, kindergarten and primary education at the U. S. Office of Education, a position she held for twenty-eight years.

Known as a pioneer in the field of early childhood education, Miss Davis played an active role in the International Kindergarten Union which later became the Association for Childhood Education International. For many years she served as editor without salary for CHILDHOOD EDUCATION, when it was the official journal of the International Kindergarten Union. Back issues of CHILDHOOD EDUCATION are filled with the product of her pen. She also helped to organize and was president of the National Association for Nursery Education.

Her work in the government took her to Europe in 1935 to study provisions which were then made for children of employed mothers in ten countries. Her report, *Young Children in European Countries*, was the first government report in this field. After World War II Miss Davis was a consultant in reestablishing nursery schools in occupied Germany.

The Association for Childhood Education International is grateful for the leadership and

influence she exercised. The results of her work live on in the hearts and minds of those she influenced.

At its August meeting the ACEI Executive Board granted a request that the name of Mary Dabney Davis be added to the Roll of Honor. The Board also set up a committee to investigate the possibility of establishing a fund in honor of Miss Davis. Christine Heinig, associate in education at the AAUW, has accepted the chairmanship of this committee. Suggestions may be sent directly to her or to ACEI headquarters. Persons who would like to make a contribution in honor of Mary Dabney Davis are asked to wait for further announcements from this committee.

## Childhood Education Center

Laura Hooper, ACEI program coordinator, has been busy with interesting activities in our new headquarters building.

Several group meetings, made possible by the expanded space at the Center, have enriched our program and given us leads for future activities.

Thirty-one Thai students attending Indiana University spent one afternoon with staff members. They were interested in the kind and extent of ACEI services and in the general set-up of the organization. Willis P. Porter, their sponsor who accompanied them, has written for CHILDHOOD EDUCATION. There was a valuable question time when suggestions came from the Thailand group for ways of keeping lines of communication open between those serving children in the two countries.

Nearby ACE branches are availing themselves of the expanding resources which the new Center offers. Montgomery County, Maryland, ACE opened its year with a meeting in the Center with eighty members in attendance. A tour of the building and talks by staff members outlining services and plans under consideration were included in the program. This was a most productive meeting as ACE branch and staff members exchanged ideas for interrelating services.

## New ACEI Committees

Two ACEI standing committees have begun work with Board members who took office in April. Ruby McInnes, vice-president representing primary education, and Sue Arbuthnot, vice-president representing intermediate education, are chairmen of these committees on primary and intermediate education.



New chairmen have been appointed for two editorial committees:

*Among the Magazines*—Julia Mason Haven  
*Books for Children*—Hazel Wilson

The committee on the preparation of a book of children's anecdotes has a new chairman. Muriel Crosby, assistant superintendent and director of elementary education, Wilmington, Delaware, has accepted this responsibility.

### ***Nominations for ACEI Executive Board***

January 1, 1961 is the deadline for sending in nominations for people to be considered in the April 1962 ACEI election of officers. Three positions on the Executive Board to be filled are: vice-president representing primary education, vice-president representing intermediate education and secretary-treasurer. Any individual or branch wishing to suggest names for consideration by the Nominating Committee should write to ACEI headquarters for a list of Board member qualifications. The Nominating Committee has the responsibility of selecting well-qualified people and, at the same time, maintaining a balance among geographical regions.

### ***ACEI-NANE at Administrators Meeting***

The National Association for Nursery Education and ACEI will co-sponsor a luncheon meeting at each of the regional meetings of the American Association of School Administrators. These luncheons will take place as follows: February 27, San Francisco; March 13, St. Louis; March 27, Philadelphia.

There will be further announcements regarding the program and the meeting places. Reservations may be made through ACEI headquarters. It is suggested that those attending one of the AASA meetings mark their calendars now.

### ***CHILDHOOD EDUCATION Wins Recognition***

Leonard S. Kenworthy's article, "Human Aspirations Are Changing Our World," CHILDHOOD EDUCATION, October 1959, was given second place for the Eleanor Fishburn Award for International Understanding. The Winter 1960 issue of *Panorama* devoted to "Education in Africa" ranked first; the *NEA Journal* ranked third.

This award is given annually to publications with membership in the Educational Press Association which devote a portion of their edi-

torial content to interdependence among the world's peoples.

### ***Kindergarten Guidebook***

The Colorado State Department of Education has recently published *Kindergarten Guidebook*. This excellent curriculum guide is the culmination of more than a year's work by teachers, supervisors and coordinators in Colorado schools. Special committees from ACE branches in Colorado contributed ideas and suggestions to make this a distinct contribution to the improvement of kindergartens in their state.

The guidebook may be purchased for \$1.25, postage paid from: State Department of Education, 530 State Office Building, Denver 2, Attention: Mail and Supply Room. Checks or money orders should be made payable to State Department of Education.

### ***American Council of Parent Cooperatives Formed***

At a meeting in New York in August, Carolyn Hawkins, former president of Michigan Council of Cooperative Schools, was elected president of a new organization of parent cooperatives. Parent cooperatives are nursery schools, kindergartens and other groups operated cooperatively by parents who assist trained teachers in charge. Katherine Whiteside Taylor, editor of *The Parent Cooperative* and convener of the meeting, emphasized the importance of such a group in giving young mothers training for responsible citizenship in our democracy through cooperating with each other and with community agencies for their children's welfare.

### ***You Were Represented***

*American Council on Education, Annual Meeting*, Chicago, October 6 and 7, by Viola Theman, chairman, ACEI Teacher Education Committee.

*Coordinating Committee of Organizations Serving International Visitors in Greater Washington*, Washington, D. C., October 6, by Laura Hooper, program coordinator.

*Conference called by U. S. Office of Education to study implications for elementary schools of 1960 White House Conference Recommendations*, Washington, D. C., October 17-19, by Eugenia Hunter, ACEI president.

*Council on Cooperation in Teacher Education*, Washington, D. C., October 27-29, by Viola Theman, chairman, ACEI Teacher Education Committee, and Virginia C. McCauley, associate secretary.

Come, all you who have labored  
 To bring this day to pass,  
 Who have given not of gold alone  
 Though this you gave unstintingly of your meagre stores  
 But of your love,  
 Your love of man;  
 And because that love is warm and deep  
 And asks for no return,  
 Your love of children.  
 Come, and on this day  
 Rededicate yourselves in love,  
 A love that time enriches,  
 Makes more embrative, more abundant.

Come, all you who have striven  
 That stone upon stone of this fair structure  
 Be laid in symmetry and in grace,  
 A worthy symbol of your reverence,  
 Reverence for God  
 Who manifests Himself in man,  
 And clearest of all His creatures,  
 In children.  
 And so you reverence children  
 As in them you see the God of all creation,  
 Renewing Himself eternally in them.  
 Come, rededicate yourselves in reverence,  
 In reverence for that creative force  
 That is life itself, that grows more varied  
 As each generation builds upon  
 That which others brought to be.

Here in this city that bears the name  
 Of Washington,  
 In the midst of all its bigness, of affairs of world import,  
 Where science and humanities meet  
 In the great minds of the world  
 Yes, in the midst of all of these,  
 You dare to place your Center.  
 What makes you dare to be so bold?  
 What is the vision that has lived within you  
 Through all the years that you have patiently worked  
 Toward this day?  
 This is it, so simple to say:  
 The same faith in you  
 That brought this country into being,  
 Has made it meet each crisis as it came,  
 And will continue so to do—  
 Love and reverence for man,  
 And for the God who made him.

## Dedication and R

Agnes Snyder, for  
 now of Wilmington  
 poem on the occasion  
 Childhood  
 Was



You see these walls you dedicate today  
 Enshrine the love and reverence in your hearts;  
 You hear the footfalls of those who come  
 From within our own land;  
 The teacher far removed from the stimulation  
 Of the city,  
 Patiently guiding the children in her little school  
 In the farm land;  
 The teacher, one of thousands  
 Who, none the less, knows the children  
 In those crowded schools on city streets;  
 The parent with her own child's needs in mind,  
 Physician, social worker, religious leader;  
 All who have the welfare of children in their hearts  
 Find here an open door in this your Center.

## in Love reverence

Prof. Adelphi College,  
 ware, delivered this  
 n dedication of the  
 tion Center  
 D.C.

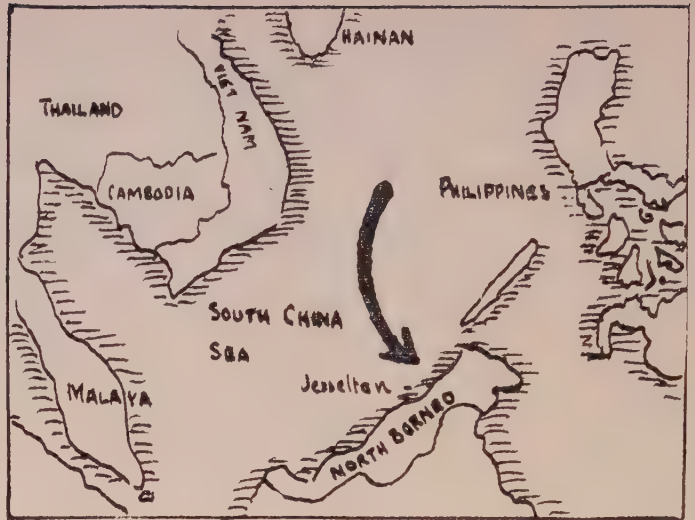
And you hear the strange speech of those who come.  
 From other lands:  
 From the Americas to the south of us,  
 From Europe, the Middle East, and the Far East,  
 From old historic lands whose culture is so much part of us;  
 But also in increasing numbers,  
 Those who only late are struggling  
 From oppression into freedom,  
 As a great dark continent shimmers painfully into light.  
 They come, diverse in language, dress, and custom  
 But one with you in the unconquerable urge  
 That impels you ever on to help children  
 Find the means to their profound fulfillment.

Come, rejoice together on this day  
 As you rededicate your lives  
 Through this Center you have built  
 To new heights and depths,  
 So that more and more will come  
 From every continent, every nation, to give to you  
 The insights born of their uniqueness,  
 And you to them what you have learned  
 Of childhood;  
 And in this broader sharing, world-wide in its scope  
 Encompassing all the people of the earth,  
 Here, in this your Center,  
 One with those nearby who make the laws, execute, and judge them,  
 You do that without which laws would be in vain,  
 As you kindle, you nurture, you foster,  
 The creative spirit, the God in childhood,  
 In love and reverence.

Roy E. Langley  
 scripsit

## Concerns for Children Are World Wide

### ... In North Borneo



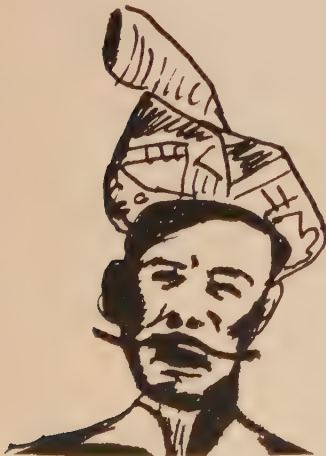
THE PROBLEMS CONFRONTING EDUCATORS IN North Borneo are quite unlike those found in the U.S.A. North Borneo is thinly populated and underdeveloped and its population comprises people who differ greatly.

In and near coastal towns, such as Jesselton or Sandakan, fairly large groups of Chinese have settled comparatively recently. They are now engaged in trade, in minor industries, and on plantations in producing rubber, hemp and copra. They still retain a feeling of close association with China, its customs and traditions, and tend to identify themselves through the "clan" and family unit. Inland and in small coastal villages, the "Natives" (a term

used by the various tribes to identify themselves as the older occupants of North Borneo) follow an almost uniform way of life based on tribal agriculture or fishing. Religion and culture differ from tribe to tribe: some are Muslim, some Pagan, others Christian. Over the entire country there is a considerable variety of language: Dusun in various forms, Bajau, Murut, Malay, at least four major Chinese dialects and English. A simple form of Malay has evolved as the language of communication among the population.

Education has only of recent years (1947) been in the hands of a coordinated authority since North Borneo became a British Colony. Prewar rural North Borneo had little contact with the outside world; roads were almost unknown; head-hunting and tribal warfare were a recent memory; hygiene was poor and living conditions primitive; even the wheel, usually man's greatest labor aid, was rarely in evidence. Education was mainly carried out through Mission schools and private Chinese schools.

The first great impact on the tribal social structure was made through the Japanese occupation of Borneo. Then, through postwar development, people were able to communicate with each other with an ease hitherto undreamed of. From an isolated primitive cultural pattern in areas where movement had been mainly on foot, many Natives have been propelled into the airplane era without any



A Bajau

*Illustrations by  
author*



intermediate stage. They are now able to purchase cheap manufactured goods from abroad in lieu of articles made by their own hands. Barter was formerly the usual method of trading; now a use for money has been found. Amusement, once centered around tribal life, is now often centered around the cinema.

Under pressure from new contacts and ideas from outside there is a danger of discarding their social structure, security, simplicity and old traditions. The main need, then, is to help the Native child avail himself of all the new amenities and opportunities which improved communication offers him and to enable him to play his part as a leader (or on equal terms) in the development of his country.

The Chinese population, centered almost entirely in towns and their outlying areas, hold in their hands the trade and commerce of the country. They bring with them and value their Chinese culture. The problem is to help the Chinese children to identify themselves politically, economically and socially with their country of birth and adoption, to regard themselves as North Borneans and to create new ideologies and social structures based on citizenship of North Borneo. The leisurely traditions of the Native child at present do not equip him to compete with the Chinese, with his ageless traditions of learning acutely sharpened by the intense struggle for existence in his homeland. Poverty and overcrowding of land areas, found in such places as the Middle East, India and China, have never been experienced in North Borneo. Without the present protection over land ownership and special free educational facilities offered to

*John H. Alman teaches at Kent Teachers' College in Tuaran, North Borneo.*

Native children, some consider that the fate of the Native could be even more disastrous and rapid at the hands of the Chinese than that of the North American Indian by the European. Others feel that open competition is essential to promote a virile people.

Although North Borneo is a poor country financially, it is rich in potential. It has made considerable economic progress over recent years, but a great part of the country remains untouched. The country is not yet in a financial position to meet the heavy, recurrent costs of far-reaching education.

### **Educational System**

Primary schools can be classified under three heads—schools with Malay, Chinese or English as the language of instruction—but aiming toward a bilingual system in Malay and Chinese schools so that secondary education can be carried on in English. Secondary schools use English or Chinese as the language of instruction.

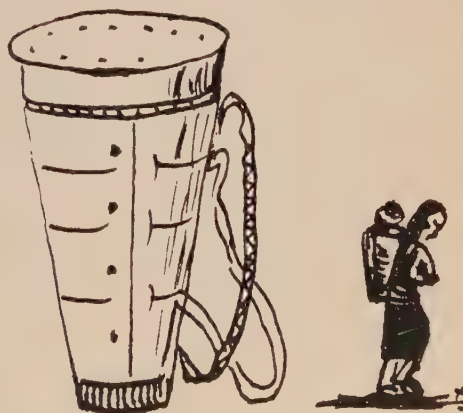
A Board of Education composed of members representing all interests, races and creeds is empowered to advise the Governor of the Colony on all aspects of education. The Colony is divided into fourteen areas, each with its own Local Education Committee to advise on promotion of education, administration and welfare of pupils.

As yet there is no compulsory education, but the demand for education is reflected in the increase of primary enrollment by 300 per cent over the past ten years. Primary edu-

**Chinese farm girl**



**Dusun basket**





Water jar



Dusun woman

cation lasts six years with the normal entry at six years of age. Secondary education lasts three years, five years, six years according to designation of courses and ability of pupils.

School buildings differ in size and quality according to their situation. In towns there is the reinforced concrete type of schools with enrollments of over a thousand pupils in each. In rural areas there is the one-teacher timber school. Equipment and furniture range from imported English to locally constructed varieties. Teachers graduating from the Teachers' College in North Borneo are taught and encouraged to make their own teaching apparatus from local resources.

Textbooks used in schools are of necessity in the three different languages — Malay, Chinese and English—but the Primary School syllabus for each school group is essentially the same for basic subjects in the Primary School and oriented toward needs of children in North Borneo. Textbook committees meet at regular intervals to act as a clearinghouse for new information, and recommendations are made to schools by this committee on the purchase of the most suitable textbooks.

### ***Teachers and Children***

Although many of the teachers are from North Borneo and trained in a residential Teachers' College, numbers come from China, Hong Kong, Malaya, Ceylon, Australia, New Zealand, England and other parts of Europe. To orient these teachers residential courses have been offered during which they learn of the government, administration and people of North Borneo and meet many visiting personalities who are leaders in North Borneo from different spheres of life.

The status of the teacher has risen sharply in postwar years. He has come to be regarded as a valued member of the community. Pro-

vision of good housing facilities, social security, pension and medical plans are becoming more and more general and a unified teaching service is in the planning stage.

Perhaps segregationists would be most impressed (or distressed) to see European children sitting side by side with Dusuns, Bajaus, Malay and Chinese, all happily learning together and playing together. Outside the normal curriculum are games such as football, badminton, basketball and volleyball and healthy youth movements such as Scouting or Guiding (Girl Scouts).

An American teacher would probably note with some surprise that discipline is no problem in schools but would be disappointed to find that children in North Borneo do not challenge or probe with questions the material which the teacher presents to the same extent as do English or American children. Children are avid for education and often travel long distances over difficult terrain to attend school. Today, as I am writing, severe storms have caused a river close by to turn into a raging torrent and the concrete bridge cannot be seen under ten feet of water. However, the children are being ferried across on bamboo rafts powered by Johnson outboard motors, undeterred by the torrential rain and swirling currents. Many will return from school and study for long hours by dim oil lamps in overcrowded rooms.

All races regard education as the "open sesame" to the future in North Borneo. More and more insistent becomes the demand for more teachers, more schools and more facilities for learning English.

The majority hope that this demand will be met fully and the education of children will be conducted wisely along sound channels, providing a firm platform for democracy when the time comes for self government.





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# Books for Children

Editor, HAZEL WILSON

**THE BOY THEY MADE KING.** *By David Scott Daniell, Illustrated by William Stobbs.* New York: Duell, Sloan & Pearce, Inc., 124 E. 30th St., 1960. Pp. 151. \$3. The plot of this exciting fifteenth century story is true. There was a real Lambert Simnel, who was taken from his lower-class home and trained by an ambitious priest to pose as true heir to the British throne. The conspiracy to make Lambert the King of England failed but not until after a bloody battle. In spirit, Lambert seems not too unlike a boy of today; yet, as hero of this fast-paced tale, he endured risks, excitement and dangers which boys today only dream of undergoing. *Ages 8-12.*—H.W.

**HORSE IN HER HEART.** *By Patsey Gray. Illustrated by Sam Savitt.* New York: Coward-McCann, Inc., 210 Madison Ave., 1960. Pp. 187. \$3. Here is another book

for girl lovers of horse stories. This one is different from many horse stories because it gives an interesting contrast between schooling of horses in the United States and in France. Mrs. Gray knows horses and understands girls, yet her heroine, Carol, seems a bit out of character in her persistent refusal to allow the kindly wrangler, Jim, to help break her beloved colt, Skipper. Not until she visits France does she learn the importance of obedience and discipline both for horses and for children. The illustrations are nice and the story moves along briskly. *Ages 8-12.*—H.W.

**INDIAN ENCOUNTERS.** *By Elizabeth Coatsworth. Illustrated by Frederick T. Chapman.* New York: The Macmillan Co., 60 5th Ave., 1960. Pp. 263. \$3.50. This generous sampling of some of the best of Elizabeth Coatsworth's stories and poems shows an excellence of style which few juveniles can match. The stories are about Indians and the encounters between Whites and Indians. Characterizations are good and descriptive details vivid. The short poems sprinkled among the stories are small lyrics which catch the mood. Although in a few of the stories the

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drama may seem a bit on the quiet side, perceptive readers will enjoy the entire book. Ages 10-14.—H.W.

KATE CAN SKATE. By Helen D. Olds. Illustrated by Carol Beech. New York: Alfred A. Knopf, Inc., 501 Madison Ave., 1960.

Unpaged. \$2.50. Many children six to seven will read this book by themselves. Younger children, especially those who rollerskate, will enjoy having it read to them. Although the story is short, it has a plot: Kate achieves something. Ages 4-7.—H.W.

THE KINGDOM OF CARBONEL. By Barbara Sleigh. Illustrated by D. M. Leonard. Indianapolis: Bobbs-Merrill Co., 730 N. Meridian St., 1960. Pp. 288. \$3.50. This

second book about John and Rosemary and the magnificent cat, Carbonel, will appeal to boys and girls who enjoy a blend of animal story and fantasy. Doses from a mixture obtained from a witch enable John and Rosemary to understand the speech of animals and birds. Soon they are caught up in exciting adventures—taking care of the royal kittens and saving the Cat Country for its rightful king. Sparks of humor enliven a long but well-written "once-upon-a-time" story. Ages 8-12.—H.W.

NEW SHOES. By Noel Streatfeild. Illustrated by Vaike Low. New York: Random House, 457 Madison Ave., 1960. Pp. 314. \$2.95.

The avid readers of the other Shoe stories will enjoy this one, too, although it lacks the career interest of most of the others. Ginnie, the odd one of a family of four children, has an English parson father and an understanding mother. All the family regret having to move from St. Mark's vicarage to a new parish on the edge of London. But Ginnie is the only one who is stubbornly rebellious. It takes time for Ginnie to grow big enough to fill her new shoes. Ages 10-14.—H.W.

THE THINGS I LIKE. Written and illustrated by Françoise. New York: Charles Scribner's Sons, 597 5th Ave., 1960. Unpaged.

\$2.95. Young children will enjoy the bright, gay illustrations in this book of things a child likes. It gives the opportunity for stimulating children to think and talk. Parents and teachers will welcome this book. Ages 3-6.—H.W.

TERRIBLE, HORRIBLE EDIE. By E. C. Spykman. New York: Harcourt, Brace & Co., 750 3d Ave., 1960. Pp. 224. \$3.25. This third book about the Cares family is as good



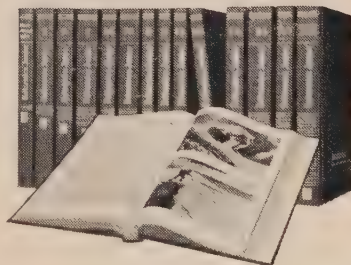


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**THE SECRET OF FIERY GORGE.** *By Wilson Gage. Illustrated by Mary Stevens. Cleveland: World Publishing Co., 2231 W. 110th St., 1960. Pp. 185. \$2.95.* Not just a run-of-the-mill mystery story but one with a true-to-life family vacationing in the mountains of North Carolina. The biology professor father has a dry sense of humor all his own. Jeff, the younger of the two children, has his mind so much on outer space that he expects men from Mars to land at any time. It is lucky that his sister, Marjorie, has her cousin for company. It is refreshing to read a mystery cut-to-size for children. In too many mystery stories for the young, mere children solve mysteries it would take F.B.I. men great pains to crack. Not lacking in excitement and interest, this mystery is believable. *Ages 8-12.*—H.W.

**CHRISTMAS STORIES 'ROUND THE WORLD.** *Edited and with introductions by Lois S. Johnson. Illustrated by Beth Krush. New York: Rand McNally & Co., 405 Park Ave., 1960. Pp. 175. \$2.95.* Librarians and teachers as well as boys and girls will welcome this collection of stories about how Christmas is celebrated in fourteen different countries. Each story shows its author's warmth and affection for the customs of the country portrayed. The fourteen factual introductions to the stories make the book a useful reference source as well as a good book of holiday fiction. Also useful will be the biographical notes about the authors. This is a cheerful book crammed as full as Santa's pack with the spirit of giving. And there's a pleasant friends-around-the-world feeling about the book. *Ages 8 and up.*—H.W.

**ONDINE.** *By M. M. Osborne, Jr. Illustrated by Evaline Ness. Boston: Houghton Mifflin Co., 2 Park St., 1960. Pp. 76. \$3.* Ondine is a sandpiper who dares to be different. Although she is fond of her family, their ways



are not hers, so she leaves home. Her friend, a heart-of-gold but tough seagull, teaches her to overcome her fear of humans and to develop a liking for cotton candy, pizza with anchovies and cheese, and other foods usually strange to birds. Summer on the beach is wonderful for Ondine but winter and misfortune come and the little sandpiper suffers many hardships before she finds kindness and safety among humans and finally returns to her family. The author has written a book of distinction. It reads aloud especially well. *Ages 8-12.*—H.W.

**DRAKE.** *By Jean Lee Latham. Illustrated by Frederick T. Chapman. New York: Harper & Bros., 49 E. 33d St., 1960. Pp. 278. \$2.95.* The story of Sir Francis Drake is told in a fast-paced style of exciting action and dialogue. We learn of how the boy, Fran, apprenticed himself to a stern ship's captain to secure training for life on the sea. His exploits and adventures are described with a dramatic sweep that will prove absorbing to many readers. *Ages 10 and up.*—Reviewed by WILHELMINA HILL, *Specialist for Social Science, Office of Education, U. S. Department*

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**JERRY'S CHARGE ACCOUNT.** *By Hazel Wilson. Illustrated by Charles Geer. Boston: Little, Brown & Co., 34 Beacon St., 1960. Pp. 145. \$3.* A dramatic story about a boy who started a charge account to gain a candy bonus at the end of the month. The many difficulties Jerry encounters from this secret venture are described in suspense-laden episodes. Especially intriguing is the way in which the boy gets hold of himself and faces up to the situation through the influences around him in the nation's capital, Washington, D. C. Amusing illustrations accompany the various episodes of the story. *Ages 8-11.*—W.H.

**DO YOU HEAR WHAT I HEAR?** *Written and illustrated by Helen Borten. New York: Abelard-Schuman, 6 W. 57th St., 1960. Pp. 39. \$2.75.* This colorful, well-illustrated text creates an exciting awareness of all kinds of sounds—long sounds, short sounds, high sounds, low sounds, rhythmic sounds. It also includes an examination of happy sounds, frightening sounds, quiet sounds, angry

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By Albert L. McGready and Lawrence W. Sagle. New York: American Heritage Publishing Co., 551 5th Ave., 1960. Pp. 153. \$3.50. Much of the adventure and romance of the early history of our nation is reflected in the narrative and the pictures of this volume about the story of America's railroads. Beginning with the birth of the railroad in Baltimore in 1827, the development of our vast railroad system is shown as our population moves westward. Accounts of some of the most fascinating movements of railroad history give life and movement to the book. It is richly illustrated by numerous contemporary paintings, prints and photographs. *Ages 10 and up.*—Reviewed by WILHELMINA HILL, Specialist for Social Science, Office of Education, U. S. Dept. of HEW, Washington, D. C.

**MY FIRST GEOGRAPHY OF THE SUEZ CANAL.** By Arensa Sondergaard. Illustrated by F. Wenderoth Saunders. Boston: Little, Brown & Co., 34 Beacon St., 1960.

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**MY FIRST GEOGRAPHY OF THE PANAMA CANAL.** By Arensa Sondergaard. Illustrated by Mel Silverman. Boston: Little, Brown & Co., 34 Beacon St., 1960. Pp. 60.

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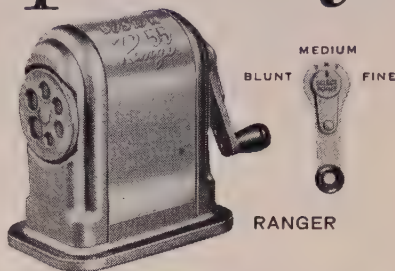
THAILAND: AN INTRODUCTION TO MODERN SIAM. *By Noel F. Busch. Illustrated by Alan Thielker. Princeton, N. J.: D. Van Nostrand Co., 120 Alexander St., 1959. Pp. 166. \$3.50.* An authentic volume which introduces the reader to modern Thailand and its long history as a free nation. After living in Thailand for four years as representative for the Asia Foundation and after carrying out much research about the country, the author writes vividly and convincingly about this land, its delightful people and its highly stylized culture. Of special interest is the description of how freedom and independence throughout most of its history



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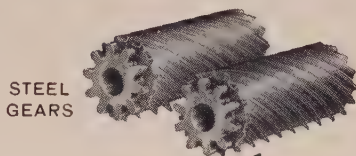
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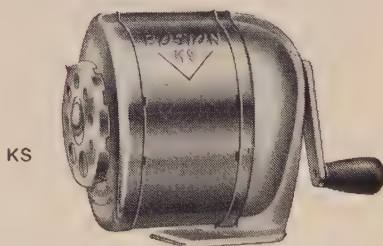
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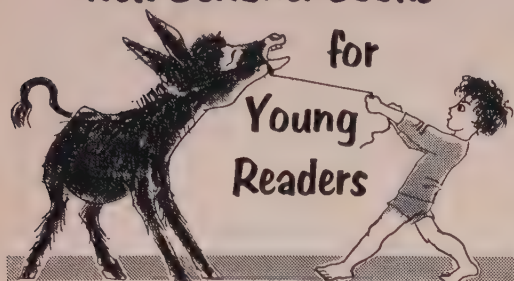
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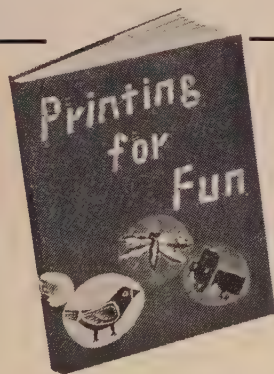
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**MY VILLAGE IN GREECE.** *By Sonia and Tim Gidal. New York: Pantheon Books, Inc., 333 6th Ave., 1960. Pp. 78. \$3.50.* By a dramatic story and striking photographs, this describes the life of a Greek boy, whose village is on the island of Mykonos in the Aegean Sea. The reader is made aware of some of the characteristics of life on an island in the sequences dealing with fishermen and sailors. He is constantly reminded of the inheritance from the glory that was Greece as the boy Yannis and his friends wander among the ruins of Delos, the home of Apollo, and other historic sites. *Ages 9-13.*—W.H.

*(Continued on next page)*



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**DESERT CARAVANS.** *By Charles R. Joy.*

*New York: Coward-McCann, Inc., 210 Madison Ave., 1960. Pp. 121. \$2.75.* Describes the Sahara Desert as a changing, challenging expanse—a vast area of many resources, yet often hazardous and treacherous in nature. After reviewing the history and the contemporary aspects of the Sahara, the author looks ahead to the future of this region. Among other possibilities he explores what nuclear energy or solar energy might mean in the development of the Sahara. The volume has excellent photographs which show the life of the Sahara. *Ages 10-15.*—W.H.

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**A BEGINNER'S GUIDE TO THE SKIES.** *By*

*Newton Mayall and Margaret W. Mayall. Illustrated with maps and charts. New York: G. P. Putnam's Sons, 210 Madison Ave., 1960. Pp. 184. \$2.50.* The purpose of this extensive, well-organized guide is to enable the beginning astronomer to become better oriented to the phenomena observable in the sky. Astronomical terms and symbols are carefully introduced and explained. Binoculars are recommended for the beginner and simple star maps and constellation diagrams are adapted to their use. *Ages 10 and up.*—*Reviewed by* ALPHORETTA FISH, *Instructor, College of Education, University of Maryland, University Park, Md.*

**ICE AGE COMING?** *By Leverett G. Richards.*

*Illustrated with photographs and maps. New York: John Day Co., Inc., 210 Madison Ave., 1960. Pp. 128. \$3.25.* This captivating study of ice includes the story of the ice age; an introduction to the properties of ice, glaciers, icebergs and ice caps; an account of the work of the glaciologist and interesting information on the unusual uses man has made of ice. *Ages 10 and up.*—A.F.

**I LIKE BUTTERFLIES.** *By Gladys Conklin.*

*Illustrated by Barbara Latham. New York: Holiday House, 8 W. 13th St., 1960. Pp. 26. \$2.95.* Appealingly written in the first person and beautifully illustrated, this story of the more common butterflies and moths is sure to delight the young child and stimulate him to carefully observe his immediate environment. *Ages 7 and up.*—A.F.

**ELECTROMAGNETIC WAVES.** *By Robert*

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**BAKER.** *By Olive Burt. Illustrated with photographs and diagrams. New York: John Day Co., Inc., 210 Madison Ave., 1960. Pp. 64. \$2.50.* This is the story of the humane treatment and scientific training given Miss Baker to equip her, physically and psychologically, for her epic-making trip into space. Miss Baker will win the admiration and affection of the reader just as she won the respect and devotion of the men of the United States Naval School of Aviation Medicine (Pensacola, Florida) who worked with her. *Ages 8 and up.*—A.F.

**AIR ALL AROUND.** *By Tillie S. Pine and*

*Joseph Levine. Illustrated by Bernice Myers. New York: Whittlesey House, 330 W. 42d St., 1960. Pp. 48. \$2.50.* A "first" book of experiments written especially for the young reader to acquaint him with some of the basic properties of air. Fully and cleverly illustrated. *Ages 7 and up.*—A.F.

**THE FIRST FIVE FATHOMS.** *By Arthur C.*

*Clarke with an introduction by Captain Jacques Yves Cousteau. Photographs by Mike Wilson. New York: Harper & Bros., 49 E. 33d St., 1960. Pp. 83. \$2.75.* This fascinating account of the sea, supplemented



by excellent photographs, depicts the beauty and adventure awaiting the skin-diver who explores its first thirty feet. The author prepares the novice for his entry into the submarine world by discussing basic equipment needs, water pressure and underwater breathing apparatus. Emphasis is on safety. A discussion of underwater photography is also a feature. *Ages 10 and up.*—A.F.

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#### DIVE. THE STORY OF AN ATOMIC SUBMARINE.

*By Commander H. B. Harris-Warren, U.S.N. Illustrated with diagrams and photographs. New York: Harper & Bros., 49 E. 33d St., 1960. Pp. 130. \$2.95.*

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*By Elizabeth Clemons. Illustrated by Joe Gault. New York: Alfred A. Knopf, Inc., 501 Madison Ave., 1960. Pp. 87. \$2.75.*

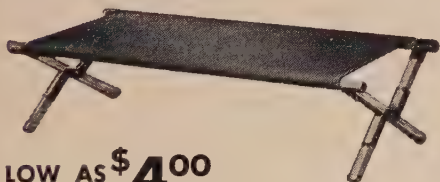
A carefully organized handbook for the beginning shell collector. Contains information on when and where to look for shells and how to clean, polish, catalog, mount and identify them. Useful illustrations. *Ages 9 and up.*—A.F.

#### UNDER A GREEN ROOF.

*By Anne Marie Jauss. Philadelphia: J. B. Lippincott Co., E. Washington Square, 1960. Pp. 64. \$2.95.*

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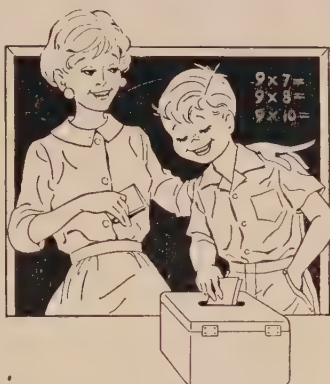
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# Books for Adults

Editor, JAMES A. SMITH

**SEX EDUCATION FOR THE GROWING FAMILY.** By Lester D. Crow and Alice Crow. Boston: The Christopher Publishing House, 1140 Columbus Ave., 1959. Pp. 189.

\$4. Sex education is discussed in the natural setting of one family's day-to-day experiences of living and growing together. The Crows portray the Emersons as a normal family seeking to provide within their home and neighborhood a healthy environment in which children can learn "the facts of life," at the same time developing standards and values for their social and moral responsibilities.

From infancy to adulthood the question that arises in regard to sex at each stage of the developmental process are presented in real-life situations, and many basic principles of good sex education are incorporated without undue moralizing.

On a subject which involves deep feeling, as well as intelligent understanding, there are some aspects of the discussion with which the reader might not agree; but the point is well made that the best kind of sex education is given in the intimacy of family life and, therefore, each family must find its own way of achieving this. However, the technique of presentation of many areas of sex knowledge by the Emersons, their wise use of technical terminology, their careful interpretation of the development of sex feelings, presented within the framework of high idealism, all contribute to make this account an informative, challenging and inspiring book for parents. Written simply enough for any parent to understand, it presents good factual knowledge as well as profound insights into good family living.—Reviewed by BERNICE M. WRIGHT, Assistant Professor, Family Relations and Child Development, Syracuse University, N.Y.

**HELPING YOUR GIFTED CHILD.** By Ruth Strang. New York: E. P. Dutton & Co., 300 Park Ave., South, 1960. Pp. 270. \$4.50.

The impact of the parent upon the life span of the gifted is receiving increasing attention. The need for simplified (yet not oversimplified) and feasible guide lines is necessary to help these parents. This book provides such

guide lines. The practical aspects (which are developed in the book) present interesting insights in resolving some of the major conflicts in parent-child relationships. The cautions which are constantly reiterated concerning overstating problems or facts are worthy of note. Unfettered emotions on the part of parents can obstruct objective action. The inclusion of pertinent case studies highlights the nuances of interpersonal and academic difficulties which may arise among the gifted. Furthermore, the utilization of questions and answers at the end of each chapter relate effectively to the preceding section and emphasize the most prominent points.

Although the scope of this book is broad, it might have been interesting to see some stress placed upon the parent's responsibility in initiating socio-political action to assure consistent educational improvement. As an aside, someone ought to write a book or pamphlet for parents in the low socio-economic level where many of the gifted are "lost" to society because of inadequate environmental opportunities.—Reviewed by LOUIS A. FLIEGLER, Associate Professor, Syracuse University, N. Y.

**MODERN ELEMENTARY CURRICULUM (Revised Edition).** By William B. Ragan and Celia Burns Stendler. New York: Henry Holt & Co., 383 Madison Ave., 1960. Pp.

505. \$6. Because many significant changes have taken place in the elementary school curriculum, the authors have updated the material and added new chapters in this revision. They feel the elementary school must be concerned with teaching-learning, with the needs of children and with the demands made upon them in a post-Sputnik age.

This readable book contains photo-comments as part of the illustrative material and considers such broad topics as curriculum organization, curriculum areas, curriculum and evaluation, the past and foreseeable future, and the outlook for education.

This revision should be a welcome addition to the bookshelf of any educator.—Reviewed by GEORGIA ROGERS, Elementary Supervisor, Oklahoma City Public Schools, Okla.

**THE INTEGRATED CLASSROOM.** By H. Harry Giles. New York: Basic Books, Inc., 59 4th Ave., 1959. Pp. 338. \$5. To many teachers in the United States, racial integration in the classroom is a practical problem of



greatest importance. Tolerance and inter-group understanding are vital problems to all American teachers regardless of where they may be working. This book has been written for the purpose of helping the classroom teacher and the school administrator not only to cope with problems of racial integration in schools but to make the most of these situations as learning experiences. As the author points out, prejudice and discrimination against minority groups occur everywhere in the United States and it is the mission of the schools to assume leadership in changing the negative attitudes of the people.

After giving the reader a quick review of the racial integration problem in schools and showing how the movement to abolish "separate but equal" education has met with varying degrees of success and failure, the author presents a digest of research findings in psychology, sociology, physiology and anthropology which are related to the matter of human differences and the factors causing feelings of prejudice.

Practical suggestions for teachers and administrators are given on how to improve intergroup relations in integrated schools and on procedures for preparing the people of a community for school racial integration. An

extensive listing of resources of teaching materials on human relations plus descriptions of school human relations programs which have been carried out successfully make this book of interest to any teacher concerned with improving children's attitudes toward members of racial, religious and national minorities.—Reviewed by WILLIAM BENJAMIN, Assistant Professor of Education, Syracuse University, N.Y.

**PARENT GUIDANCE IN THE NURSERY SCHOOL.** By Margarete Ruben. New York: International Universities Press, Inc., 227 W. 13th St., 1960. Pp. 71. \$2. This easy-to-read, easy-to-handle little book should be required reading for anyone interested in developing good ways of working with parents of preschoolers. Ten different problems or crises characteristic of the young child and well known to the nursery school teacher are presented as ten different conferences with mothers. Not verbatim recorded conferences, these are "models" or examples of typical situations, based on psychoanalytic principles. Each chapter is by one of eight co-workers who collaborated with Margarete Ruben; the different approaches demonstrate the individual nature of parent guidance work.

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Anna Freud's foreword sets the tone of the book. Mothering is viewed "not only as an instinctive attitude but also as a skilled task, and an increasingly difficult one under present conditions when the actions of mothers are no longer guided by tradition." A mother needs to know the basic facts of growth if she is to understand behavior.

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**TEACHING PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL.** 2d Edition. By E. Benton Salt, Grace I. Fox and B. A. Stevens. New York: The Ronald Press Co., 15 E. 26th St., 1960. Pp. 464. \$6. This second edition of a standard textbook has a complete source of information for prospective teachers, material on administering and supervising the program and on the teaching of children.

Activities presented and explained are: small group play, large group play, rhythms and dances, team games, directed play, stunts and pyramids, classroom games. These are so clearly and simply presented that teachers with little or no background in physical education can readily follow it. The dance activities section is particularly comprehensive; the chapter on special programs is full of suggestions to interest children and help parents understand the program.

Grade placement of activities is indicated, as well as the approximate amount of time and emphasis to be given to each of the groups. Standards for equipment and facilities and school policies are briefly discussed in this outstanding text.—Reviewed by JOHN H. SHAW, Professor of Health and Physical Education, Syracuse University, N.Y.

**PROFESSIONAL ADMINISTRATORS FOR AMERICA'S SCHOOLS.** By AASA 1960 Yearbook Commission, Hollis A. Moore, Jr., Chairman. Washington, D. C.: American Association of School Administrators, 1201 16th St., N.W. Pp. 310. \$5. The 1960 AASA Yearbook is the last of a series begun in 1923. The brilliant record of these annual publications is climaxed by a document that warrants careful examination. Teachers, administrators, boards of education and laymen not directly affiliated with public education will find that *Professional Administrators for*

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The changing nature and role of school administration is emphasized. New concepts and competencies are required to perform the leadership role in an organization geared to the public education needs of our society. This publication points to a professionalization of administration. It is of interest to those employing, preparing, serving or working with school administrators.—Reviewed by ROBERT C. STEWART, *Professor of Education, Syracuse University, N. Y.*

**INTRODUCTION TO EXCEPTIONAL CHILDREN.** By Harry J. Baker. New York: The Macmillan Co., 60 5th Ave., 1959. Pp. 523. \$6.50. Intended primarily for teachers and

administrators, this book is an organized, comprehensive presentation of special education. It begins with a philosophical discussion of the relation between general education and special education and closes with a plea for positive social attitudes toward exceptional children and total community cooperation for their effective education.

The different types of exceptional children have been organized into groups. The first section deals with mental health and deviant behavior and is followed by a consideration of neurological problems and mental disorders. The mentally retarded and the gifted are included in the section on intellectual deviation, followed by a section on the educationally retarded. Defective vision and defective hearing are included in the section on sensory disorders. Speech disorders are included in the section on physical disorders and defects. Family and social factors making for special school problems are considered in the last section.

For each of the types of children, attention is given to basic medical and psychological information and concepts necessary for under-

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standing the characteristics of the children and to the programs necessary in the schools for their effective education. First published in 1944, this third edition appropriately reflects the growth of the multi-disciplinary approach: the interest and contribution of various sciences and professions and the coordination and utilization of total community resources.—Reviewed by MATTHEW TRIPPE, *Associate Professor of Education, Syracuse University, N. Y.*

#### THE PSYCHOLOGY OF MENTAL HEALTH.

By Louis P. Thorpe. New York: The Ronald Press Co., 15 E. 26th St., 1960. Pp. 614.

\$6.50. The reader's attention is directed to the seriousness of the problem of mental illness which is rather uninspiringly presented. The portion on dynamics of personal adjustment is meaty and should provide an understanding of the patterns of motivation and the adjustive mechanisms. Psychoneuroses, psychoses, psychosomatic disorders and organic disorders related to mental health are presented in another well-written part. Unfortunately the summary of diagnostic techniques and therapeutic approaches in mental hygiene does not deal with some of the most basic concepts; the descriptive facts about the psychometric methods are meager and are presented without critical comments.

Despite some weaknesses of this book, the basic text deserves serious consideration in undergraduate courses in mental hygiene.—Reviewed by WILLIAM F. ANDERSON, *Associate Professor of Education and Psychology, Syracuse University, N. Y.*

## Among the Magazines

Editor, JULIA MASON HAVEN

WHAT IS THE ROLE OF THE TEACHER IN SOCIETY? *Summer Issue of "Educational Horizons," Vol. 38, No. 4, 1960.* This issue (official publication of Pi Lambda Theta) carries three significant and thought-provoking articles: Myron Lieberman's "The Role of Educational Leadership" (p. 236); Llewellyn O. Griffith's "The Human Comedy and Education" (p. 240); and Edythe Margolin's "The Teacher's Role—with Sociological Implications" (p. 253).

These articles are dynamic, forthright and challenging to all who teach. They point out the need for reexamination of the kinds of people we need in our teaching profession. They do not praise the direction we are following as teachers . . . but rather emphasize the fact that we are not exercising the kind of leadership of which we are truly capable. They disturb us in many ways. If the purpose of the writers is to be realized to any degree in promoting higher level self-evaluation of ethics, purposes and intellectual competence, the role of education may assume a more deeply respected place in our present American society.

You will read this issue with mixed feelings; but if you think it through there will be many places you will honestly agree with the authors' statements and perhaps accept the opportunity to correct glaring errors.

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TELEVISION AND READING INSTRUCTION, by William D. Sheldon. "Education," Vol. 80, No. 9, May 1960, pp. 552-55.

Three elementary schools located in central New York State were asked to select a few average readers from fourth and sixth grades to take part in an experiment in teaching reading through television for one year (1958-59). The problems which were confronted and the results up to the present time seem to be consistent with regular classroom problems and needs of children. The writer states, "for the most part, the use of television in the schools is still in its infancy. There is little, if any, proof of the effectiveness of television as a means of teaching elementary school subjects."

WITH WORDS OF PRAISE, by Joseph G. Dollins, Henry Angelino and Edmond V. Mech. "The Elementary School Journal," Vol. 60, No. 8, May 1960, pp. 446-50. This reports a study made at the fourth-grade level for six weeks, in order to learn what effect teacher's praise would have on the test performance of a group of fourth-graders designated as low in adjustment.

Data indicated that a teacher need not know detailed information about the child to help him in his mental adjustment; he can be of more help by concentrating on him in a systematic and positive manner. The findings showed that children who received systematic praise improved noticeably in their work output and quality of work completed.

READING INSTRUCTION FOR THE SPACE AGE, by Glenn McCracken. "Education," Vol. 80, No. 9, May 1960, pp. 545-48. At New Castle, Pennsylvania, an experiment has been in process for more than ten years which provides new techniques for reading which are referred to as the correlated visual-image approach.

The main idea of this approach is to use filmstrips which have been correlated with basic readers in the classroom. There is also a textfilm manual for the teacher which has teacher procedure suggestions. The "New Castle Reading Experiment" makes the claim that almost every child can be a good reader if his reading program is interesting, imaginative and modernized in many ways.

FOLKLORE FOR SUPERIOR READERS IN THIRD GRADE, by Juanita Geboe. "Elementary English," Vol. 37, No. 2, Feb. 1960, pp. 93-97. The major purpose of this study

was to "identify curriculum materials, and teaching techniques introducing folklore to superior third-grade readers, and to evaluate these materials and techniques as an enrichment measure."

Some problems confronting the teacher were ways of presenting folklore to these children in order to keep it creative and imaginative and motivate a desire among them to explore this field of literature beyond the scope of daily assignment.

This is something teachers at many age levels might want to try.

BUILDING EACH CHILD'S DESIRE TO READ, by Robert E. Newman, "Elementary English," Vol. 37, No. 5, May 1960, pp. 310-15. The specific goals stated in this article were "to build reading attitudes as well as skills," and "to consciously make use of the varied interests and backgrounds of each second-grader in order to motivate him to want to read."

The author describes procedures in creating a reading interest in each child in his classroom without concern for the individual's intelligence or reading ability. He places greatest emphasis on creative ability of the child. His approach is interesting and well worth a reader's time in looking up this article.

One of the most significant of the writer's observations is ". . . one factor created a context which was essential when considering the aims of this program . . . the stress was placed on the importance and dignity of each child, his tastes, interests and his background."

PANTOMIME: ANOTHER LANGUAGE, by Paul S. Graubard. "Elementary English," Vol. 37, No. 5, May 1960, pp. 302-306. Along with the usual emphasis placed on the language arts, the author believes that non-verbal expression should be developed in the school curriculum. "One may realize that words are at best only close approximations of feelings," says Mr. Graubard. "Words by themselves often fail to tell a complete story and must leave a great deal to the imagination."

Special meanings are expressed by physical gestures to enhance meanings of verbal communication. If this method of gesture or "mime" were taught, its mastery along with that of spoken language would improve the total program. This is an interesting concept and worthy of experimentation.



## Over the Editor's Desk

Dear Readers:

In last month's issue your attention was called to Book Week, November 13-19. To many of you this will bring up a discussion of school libraries and standards.

The American Association of School Librarians (division of American Library Association) has worked with many organizations on this topic. ERNA CHRISTENSEN, who represented ACEI, reports:

"Librarians, teachers, administrators, school board members and *all* who are concerned with building and maintaining adequate library facilities for today's children will find the recent publication, *Standards for School Library Programs*, a complete and authoritative guide. These new standards were prepared by a committee of the American Association of School Librarians which is a division of the American Library Association. In an effort to make the standards functional, consideration was given to the needs of all schools: elementary and secondary, small and large, rural and urban, public, independent and parochial. The committee sought counsel from many sources. They learned of the library needs throughout the country from research, surveys, questionnaires and received the advice of experts. Representatives of twenty professional organizations, including ACEI, actively participated in the formation of these standards. Thus educators from diversified areas of the school have assisted librarians in defining realistically the resources that are essential in making a library an effective clearinghouse for a school.

"Not since 1945 has there been a revision of national standards for school libraries. Many changes have taken place since then which affect the use of library resources and services. Curriculums have changed. The emphasis today on range of knowledge as well as research and specialization requires a wide variety of material and also skill in using it. Education today concerns itself with the needs,

abilities and interests of *all* children. These curriculum requirements, the diversified interests and the range of abilities of students can only be accommodated through a school library that is an integral part of the school program and serves as a dynamic educational force. At no time have students and teachers been more dependent upon library facilities than they are today. Yet nearly seventy-five per cent of the nation's elementary schools lack centralized libraries. This is shocking when one considers the implications of this lack. Millions of children are denied resources that do exist and are rightfully theirs. No country in the world has produced more books and other printed material as well as films, recordings and maps for children than our country. We still have a big job to do in bringing children and existing resources together.

"*Standards for School Library Programs* was published to provide goals for forward-looking schools, to help schools with the demands of new educational programs, and to add a further impetus in school library programs. It deals with quantitative as well as qualitative standards. It defines the responsibility of librarians, teachers, board members and administrators. It discusses such particular problems as libraries in new schools.

"*Standards for School Library Programs* can be purchased from the American Library Association, 50 East Huron Street, Chicago 11, Illinois. The cost is \$2.50. A *Discussion Guide* is also available at an additional cost of 65¢ which interprets the new standards and their impact on quality education today."

We hope this publication will be widely used. It is a testimonial to what can be accomplished when many hands join together to work in the interests of children.

Sincerely,

*Margaret Craemer*



## NEXT MONTH

December could well be the month of "Impression and Expression" insofar as Christmas is concerned, for December keeps people busy receiving many impressions and expressing in many ways. The Editorial Board had this in mind:

*Creativity, a Precious Possession* (editorial), by Mildred Alexandra M. Landis, University of Miami, Coral Gables, Florida: Five or fifty . . . whether artist, scientist, technician . . . thinking and working creatively, drawing inferences, solving problems, seeing relationships, forming, constructing, inventing *belong to art and science alike* and are precious possessions. "True creativity discovers and learns the necessary disciplines and the wise teacher guides the way to discovery rather than the solution."

*Something Familiar and Something New*, by Alma Gloeckler, Wittenberg University, Springfield, Ohio: ". . . teachers and children will become poised with the surety of the familiar in the exhilarating invitation of the chance that is taken in confronting the new."

*Let Yourself Go!* advises Maree Murlin, Kansas City Public Schools, Missouri, in working with children in all facets of music. If teachers try out and test for themselves, they are more apt to encourage children to sing, dance, listen (think, imagine, discriminate, identify and enjoy) and create with toy or melody instruments.

*Dramatic Play*, says Esther B. Starks, Ohio University, Athens, is a "natural" with children. The wise teacher encourages and observes normal play activities and uses them as a key for guiding children into balanced, mature personalities.

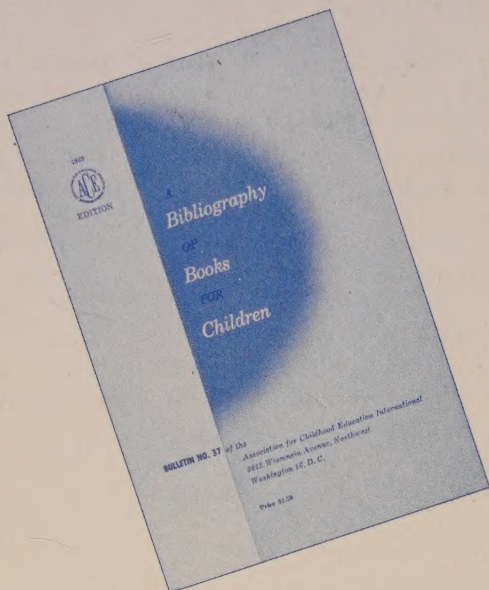
*More Than Words*, by Leland B. Jacobs, Teachers College, Columbia University, New York: "Literature for children is more than words . . . the writer of children's books says, in effect: 'Believe with me. Lose yourself with me. Let us abstract the essence of experience, the essence of relationships. I have found the words to take us beyond words. . . . [The child reader] finds adventure, mystery, nonsense, biography, fancy. He lives in times, places and family patterns he has never known. He perceives moods of nature, moments of love, celebrations of accomplishments which heighten his rejoicing and awareness in living. He walks with kings; he talks with animals. He fights for freedom, takes journeys into outer space, overcomes prejudices and conquers fears . . .'" But then why spoil it for you? *Read it!* It is a gem in creative expression.

*Concerns for Children Are World Wide . . . In Panama*, by Beatriz S. De Arosemena; the White House Conference on Children and Youth follow-up article; reviews; news and a Christmas note by ACEI's program coordinator, Laura Hooper, *Under Australian Skies*, give the "Impression and Expression" issue the holiday flavor.

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